

KA OHO

E ako ana te kaituhi kei tēnei reanga ki te:

- *kāhore anō kia mau*
- ✓ *e whakawhanake ana*
- ☑ *kua mau*

Te Weteoro / Phonological Awareness

- *Hear and identify words in sentences.*
Whakarongo me te tāutu i ngā kupu i roto i te rerenga kōrero.
- *Hear and identify syllables in words.*
Whakarongo me te tāutu i ngā kūoro i roto i ngā kupu.
- *Distinguish between short and long vowel sounds.*
Whakawehe-wehe i ngā oro puare poto me ngā oro puare roa.
- *Hear and distinguish between the initial sounds in words, e.g.*
awa/iwa, mau/rau.
Whakarongo & whakawehewehe i ngā oro tuatahi i roto i ngā kupu.
- *Hear the consonant-single vowel syllables at the ends of words and distinguish between them, e.g. kape / kapi - Whakarongo me te whakawehewehe i ngā kūoro iti kei te pito mutunga o ngā kupu.*
- *Identify the sounds of words that rhyme, e.g. hau, tau; moe, toe...*
Tāutu i ngā kupu huarite.

Te Arapū / Alphabet

- *Recognise and write the letters that represent the vowel sounds.*
Āhukahuka me te tuhi i ngā pū hei whakatinana i ngā oro puare.
- *Recognise & write letters that represent the consonants in order to cue into the consonant-single vowel syllables eg: ha, he, hi, ho, hu.*
Āhukahuka me te tuhi i ngā pū hei whakatinana i ngā orokati tīmatanga o ngā kūoro poto.
- *Recognise and name the diagraphs ng and wh.*
Tapa me te āhuakhuka i ngā orotahi pūrua ng/wh.
- *Name the letters of the alphabet. - Tapa i ngā ingoa o ngā pū.*
- *Use upper case and lower case letters - Whakamahi pūriki/pūmatua.*
- *Recognise the macron symbol for the lengthened vowel sound /*
Ahukahuka ko te tikanga o te tohutō he whakatōroa i te oro puare.

Te Tātaki Kupu / Spelling

- *Attempt the spelling of words by using sound / letter association /*
Whakamātau ki te tātaki kupu mā te whakatinana i te oro ka rangona ki te pū.
- *Use the macron to represent a long vowel sound / Whakamahi i te tohutō hei whakatōroa i te oro o te oro puare.*

[illegible]

KA MAREWA

E ako ana te kaituhi kei tēnei reanga ki te:

- kāhore anō kia mau
- ✓ e whakawhanake ana
- ☑ kua mau

Te Weteoro / Phonological Awareness

- Hear and identify sounds formed by the diphthongs¹ e.g. *mau, hoe, tai, hae, pao, hei, toi, kou, heu*.
- Distinguish between the 'ae' and 'ai' diphthongs, e.g. as in *pae* and *pai*.
- Distinguish between the 'ue' and 'ui' double vowel blends, e.g. as in *hue* and *hui*.

Te Arapū / Alphabet

- Recognise and write the printed form of the diphthongs, e.g. *au, moe, pou, heu, kei, pai*.
- Recognise and write the printed forms of the double vowel blends, e.g. *hia, roa, kua, hue, hui*.

Te Tātaki Kupu / Spelling

- Attempt to spell words using the diphthongs and double vowel blends, *au, moe, pou, koa, hue, hui*.
- Spell frequently used words correctly.
- Use invented spelling for new words by sound sequencing the syllables.
- Use the dictionary for checking words.
- Use the macron to represent a long vowel sound.

Te Puna Kupu / Vocabulary

- Write words related to theme work.
- Write words related to particular forms of writing.
- Write words of particular value to their community.
- Write expressive words to convey their thoughts and feelings.

Whakatakoto Tuhinga/Print Protocols

- Organise texts according to the form of the writing.
- Write compound sentences.²
- Correctly use full stops, capital letters, question marks and exclamation marks.
- Use commas and quotation marks.

Te Mahi-ā-Ringa / Fine Motor Skills

- Craft handwriting according to school-wide expectations.

NGĀ TIKANGA TUHITUHI (How print works)

¹ Diphthongs are sequences of two or three vowels that form a single syllable. The double diphthongs are: ae, ai, ao, au, oe, ou, ei, eu (Harlow, 2001, pp. 10-11)² A compound sentence is like two simple sentences which are joined by a comma or by a conjunction such as 'ā', 'engari', 'heoi', or 'i te mea' (see Ka Rere page 54)

Kaiako

KA RERE											NGĀ TIKANGA TUHITUHI (How print works)
E ako ana te kaituhi kei tēnei reanga ki te:											
•	kāhore anō kia mau										
✓	e whakawhanake ana										
☑	kua mau										
Te Tātaki Kupu / Spelling											
• Spell most words correctly.											
• Use the dictionary for checking words.											
• Use the macron to represent a long vowel sound.											
Te Puna Kupu / Vocabulary											
• Write words related to theme work.											
• Write words related to particular forms of writing.											
• Write words of particular value to their community.											
• Write expressive words to convey their thoughts and feelings.											
Whakatakoto Tuhinga/Print Protocols											
• Organise texts according to the form of the writing.											
• Organise written texts into paragraphs.											
• Use a range of sentence beginnings.											
• Correctly use commas and quotation marks.											
• Use colons, semi-colons, hyphens, dashes and bullet points.											
Te Mahi-ā-Ringa / Fine Motor Skills											
• Craft handwriting according to school-wide expectations.											